

# *Scaffolding Literacy, Learning, & Language Production: A Recipe for Instructional Proficiency*

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# Today's Menu

| Today's Menu   | Notes  |
|--|--|
| <p><i>From Fry Cook to Master Chef: The Development of Instructional Proficiency</i></p> <p><i>The Ingredients of Professional Learning:</i></p> <ul style="list-style-type: none"> <li>○ <i>Standards, Skills, Strategies, &amp; Support</i></li> <li>○ <i>Developing Culinary Capacity: Tools &amp; Techniques</i> <ul style="list-style-type: none"> <li>○ <i>Locally Sourced Ingredients: Finding &amp; Evaluating Culturally Authentic Texts &amp; Materials</i></li> <li>○ <i>Building a Healthy, Flavorful Menu: Attending to Format &amp; Genre</i></li> </ul> </li> </ul> |  |
| <ul style="list-style-type: none"> <li>● <i>Appetizer: Scaffolding Interpretive Communication</i> <ul style="list-style-type: none"> <li>○ <i>Placing Your Order: Activating Prior Knowledge &amp; Experiences</i></li> <li>○ <i>The Dinner Conversation: Building Professionalism Through Personal Relevance &amp; Pedagogical Asides</i></li> <li>○ <i>Developing an Appetite for Learning: Creating schema with bite-sized chunks of research</i></li> </ul> </li> </ul>  | <div data-bbox="1377 1759 1503 1875" style="border: 1px solid black; text-align: center; width: 50px; height: 50px; margin: 0 auto;">1</div> |

## Today's Menu

|   |              |
|---|--------------|
| <ul style="list-style-type: none"><li>• <i>Entrée: Scaffolding Interpersonal Communication</i><ul style="list-style-type: none"><li>○ <i>Recipes for Interactive During Reading Activities</i><ul style="list-style-type: none"><li>■ <i>Marinating with Meaning</i></li><li>■ <i>Salting with Grammar</i></li><li>■ <i>Sweetening with Communication</i></li><li>■ <i>Spicing up with Academic Language (If we have adequate time)</i></li></ul></li></ul></li></ul> |              |
| <ul style="list-style-type: none"><li>• <i>Dessert: Scaffolding Presentational Writing</i></li></ul>  |              |
| <ul style="list-style-type: none"><li>• <i>Requesting the Check</i><ul style="list-style-type: none"><li>○ <i>Health Inspection: Evaluating Performance</i></li><li>○ <i>Restaurant Reviews: Giving Effective Feedback</i></li><li>○ <i>Session Evaluation</i></li></ul></li></ul>  | <div>2</div> |

# Learning Outcomes Planning Menu

**Learning Outcome:** Students will (insert proficiency-based communicative language function) about (insert global issue or social problem using information from (academic content or Career Pathway), and (insert grammatical structure) and (insert vocabulary topic) vocabulary.

## Proficiency-based Functions:

- Ask for directions, info., help
- Circumlocute or paraphrase
- Compare & contrast
- Defend an opinion
- Describe (events, people, places, problems)
- Explain (convey info. in steps)
- Hypothesize
- Narrate (relate a story)
- State an opinion
- Support an opinion (with a logical argument)

## More Communicative Functions:

- Clarify or verify understanding
- Complain
- Express dis/agreement, emotion
- Give & receive compliments
- Give advice, reasons
- Initiate/close conversations
- Interrupt
- Leave a message
- Make appointments or plans
- Make excuses or requests
- Make recommendations/suggest
- Make small talk
- Offer or refuse help
- Respond appropriately with rejoinders
- Shop (buy/sell)
- State preferences

## Global Issue or Social Problem:

- [Advertising](#)
- [Aging/Generation Gap](#)
- [Beauty & Aesthetics](#)
- [Bullying](#)
- [Community Service](#)
- [Crime & Safety](#)
- [Diversity & Interculturality](#)
- [Dreams/Future](#)
- Economic Issues
- [Education](#)
- [Emergencies](#) (Preparedness)
- [Entertainment/Fine Arts](#)
- [Ecology/Environmental Issues](#)
- [Exploration](#)
- [Family](#) Violence
- [Fashion](#)
- [Friendship & Love](#)
- [Health Care & Hygiene](#)
- [Heroism](#)
- [Homelessness & Hunger](#)
- [Human Rights](#)
- [Identity](#) & Self-Expression
- [Immigration](#)
- [Literacy](#)
- [Natural Disasters](#)
- [News & Current Events](#)
- [Nutrition](#)
- Peace & [War](#)
- [Prejudice & Stereotyping](#)
- [Science & Technology](#)
- [Substance Abuse](#)
- [Women's Rights](#)

## Cultural Context:

- Community Organization
- Country
- Cultural Event
- Cultural Issue
- Culturally Important Site
- Geographical Region
- Social Group or Setting

## Academic Content:

- [Art](#)
- [Business Management & Administration](#)
- Career Education
- Economics
- English/Language Arts
- Family & Consumer Science
- [Health Sciences](#)
- [Information Technology](#)
- [Marketing](#)
- Mathematics
- Music
- Physical Education
- Science
- Social Studies
- Theater Education

## Career Cluster Pathway

[\(Click here, choose a career pathway, then click to view professional tasks\)](#)

## Grammatical Structure:

- Adjective Agreement
- Commands
- Comparatives & Superlatives
- Conditional
- Demonstratives
- Direct & Indirect Object Pronouns
- Future
- Imperfect Subjunctive
- Interrogatives
- Measure Words
- Negation
- Present Perfect
- Past Perfect
- Present Indicative
- Present Subjunctive
- Preterit v. Imperfect
- Relative Pronouns

## Vocabulary:

- Adjectives
- [Animals](#)
- [Body parts](#)
- [Colors](#)
- [Community](#)
- [Emotions](#)
- [Health](#)
- [Numbers](#)
- [Pastimes](#)
- [Place, & Professions](#)
- [School](#)
- [Technology](#)

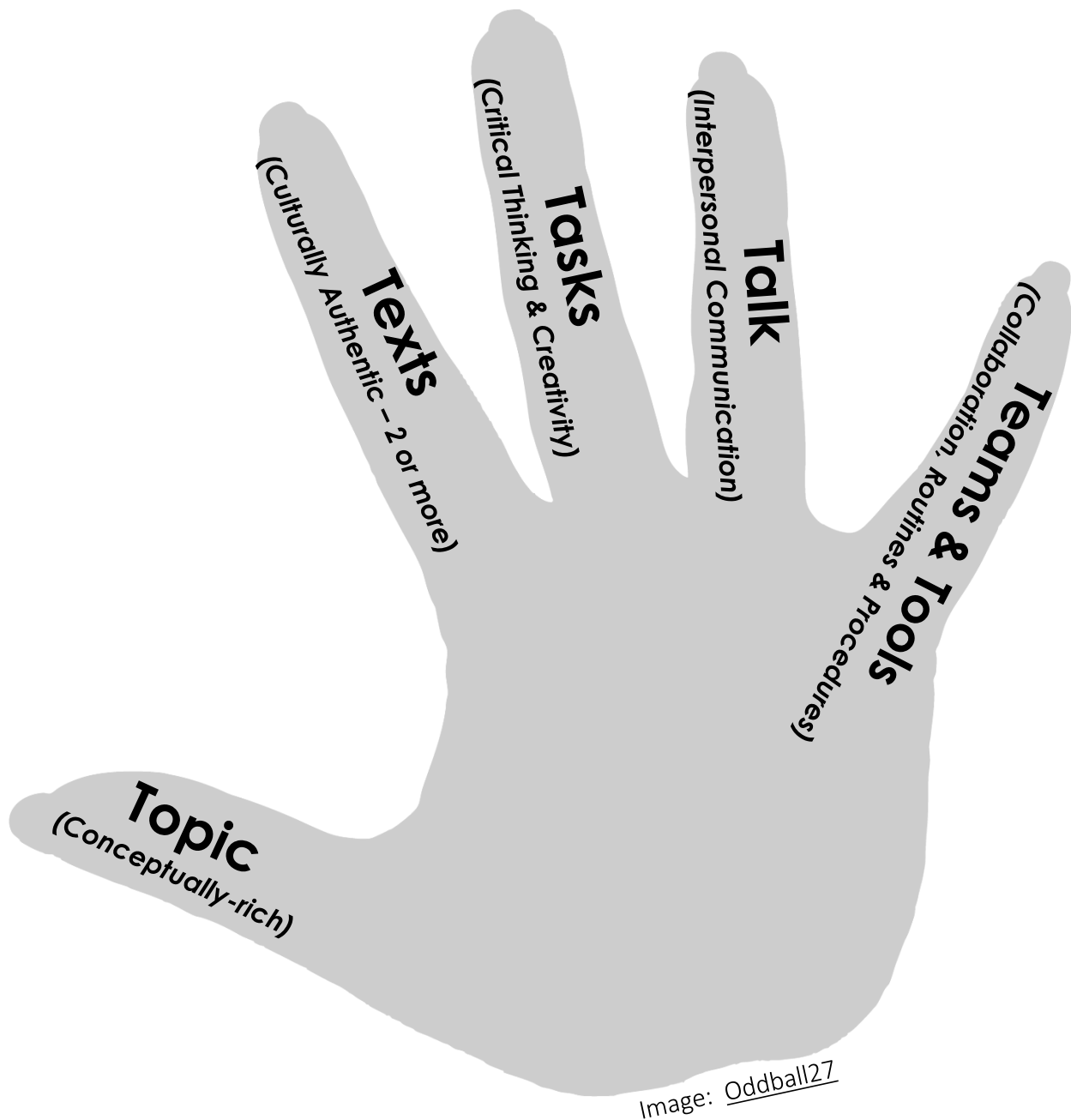
## Assessment & Projects

*(Which will align best with your learning outcome?)*

- Advertising Campaigns
- Biographies
- Brochures or Flyers
- Business Plans
- Children's Stories
- Commercials
- Community Events
- Curriculum Materials
- Documentaries
- Editorials
- Exhibits
- Field Guides
- Infographics
- Interviews
- Learning Centers
- Maps
- Models or Prototypes
- Newscasts
- Newspaper Articles
- Oral Histories
- Photo Essays
- Plays
- Poems
- Press Releases
- Public Service Announcements (PSAs)
- Service Projects
- Signs
- Speeches
- Time Capsules/Time Lines
- TV Programs
- Video Shorts
- Websites

## Brainstorm Ideas for Your Lesson

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# Finding Culturally Authentic Texts

## HOW CAN I FIND CULTURALLY AUTHENTIC TEXTS?

- Use a [country-specific search engine](#)
- Search in your **target language**.
- Put your search terms in **quotation marks** (i.e., "search terms")
- Narrow your search with **multiple search terms** (i.e., Picasso "Spanish civil war")
- Try searching for **specific types of texts** (i.e., audio files, images, or videos)
- Try a **file type search** (filetype:jpg "search terms") [docx, mp4, pdf, pptx, xlsx, etc.]

## WHAT IS A CULTURALLY AUTHENTIC TEXT?

A text produced by a member of the target culture for consumption in the target culture.

Where else can I find culturally authentic texts to support inquiry?

Culture Connection Wiki

<http://cultureconnection.wikispaces.com/>

ASL: <http://cultureconnection.wikispaces.com/ASL>

Arabic: <http://cultureconnection.wikispaces.com/Arabic>

Chinese: <http://cultureconnection.wikispaces.com/Chinese>

French: <http://cultureconnection.wikispaces.com/French>

German: <http://cultureconnection.wikispaces.com/German>

Indonesian: <http://cultureconnection.wikispaces.com/Indonesian>

Italian: <http://cultureconnection.wikispaces.com/Italian>

Japanese: <http://cultureconnection.wikispaces.com/Japanese>

Korean: <http://cultureconnection.wikispaces.com/Korean>

Latin: <http://cultureconnection.wikispaces.com/Latin>

Persian: <http://cultureconnection.wikispaces.com/Persian>

Portuguese: <http://cultureconnection.wikispaces.com/Portuguese>

Russian: <http://cultureconnection.wikispaces.com/Russian>

Spanish: <http://cultureconnection.wikispaces.com/Resources>

Vietnamese: <http://cultureconnection.wikispaces.com/Vietnames>

## Build Background Knowledge Regarding the Focus of Inquiry

- Which facets of your lesson **TOPIC** will learners investigate?
- What **background information** do learners need about the topic?
- Locate at least **three** [culturally authentic texts](#).
- The texts should be in your **target language**.
- Try to find texts that represent **different genres, modalities, viewpoints, cultural perspectives, or career pathways**.

Learners need **background information about:** *(Check all that apply & star the priority)*

- ☐ **The topic of the lesson:**
- ☐ **A social issue or problem related to the lesson:** ([Social Problems & News Topics in the 21<sup>st</sup> Century](#); [Defining the Social Problem](#); [Community Challenges](#))
- ☐ **The cultural context of the lesson:** *(List relevant elements below)*
  - Specific country/geographical location: \_\_\_\_\_
  - Sector or subculture of society (if applicable): \_\_\_\_\_
  - Related cultural products: \_\_\_\_\_
  - Related cultural practices: \_\_\_\_\_
  - Related cultural perspectives: \_\_\_\_\_
- ☐ [Career Pathways](#) or [Career Clusters](#) related to the lesson:
- ☐ **Different perspectives on the lesson topic, social issue, or problem:**
  - U.S. v. the target culture
  - Various groups within the target culture
  - Pros v. cons
  - Various stakeholders/points of view
- ☐ **Opportunities to clarify their own beliefs, values, and perspectives about...**

**What will learners do with the texts?** Categorize, analyze, or evaluate alternatives, ask questions, justify and defend opinions, propose actions, solve problems, synthesize information

## Which authentic TEXTS will support learning?

1) The topic of my lesson is: \_\_\_\_\_

2) The learning objective for my lesson is:

Students will (insert proficiency-based communicative language function) about (insert global issue or social problem) in (cultural context) using information from (academic content or [Career Cluster Pathway](#)), and (insert grammatical structure) and (insert vocabulary topic) vocabulary.

3) The [culturally authentic texts](#) I have selected are: (Circle 3 options below)

|   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Ad or commercial</li><li>• Article</li><li>• Artwork, image, or photograph</li><li>• Brochure or Pamphlet</li><li>• Business Website</li><li>• Cartoon or comic strip</li><li>• Children's Book</li><li>• Cultural artifact or piece of realia</li><li>• Documentary</li><li>• Editorial, Essay, or Opinion Piece</li><li>• Flyer</li><li>• Infographic</li><li>• Interview</li></ul> | <ul style="list-style-type: none"><li>• Magazine or Newspaper Article</li><li>• Meme</li><li>• Movie Trailer</li><li>• Newscast</li><li>• Poem</li><li>• Proverb</li><li>• Public Service Announcement</li><li>• Results from a poll or survey (Gallup, etc.)</li><li>• Radio Story</li><li>• Short Story</li><li>• Song</li><li>• Video Clip or "Short"</li><li>• Website</li></ul> |
|---|--|

Text 1: \_\_\_\_\_  
*Literary Text*

Text 2: \_\_\_\_\_  
*Informational Text*

Text 3: \_\_\_\_\_  
*Multimedia Text (Artwork, image, infographic, photograph, song, video)*

3) The key concepts and ideas I want learners to **notice** in these texts are:

4) The types of **questions** I hope engagement with this text may generate are:

5) I will **scaffold** learners' analysis of these texts using graphic organizers such as:

- U.S. v. target culture ([Chart](#), [Compare & Contrast Key Words](#), [Graphic Organizer](#); [Map](#); [Open Compare/Contrast](#); [T-chart](#), [Venn](#), [Web](#))
- Pros v. cons ([Weighted Pros and Cons](#); [Decision Making Worksheet](#); [Appraising Change Worksheet](#))



## How will you use authentic texts to develop proficiency in language, content, & culture?

Use the chart to brainstorm possible INTERPRETIVE TASKS that would help students accomplish each lesson objective.

|   | Lesson Objective | Oral Language | Reading Comprehension | Word Study<br>(Decoding, Fluency, Counterbalance Activities, Metalinguistic Awareness) | Building Vocabulary & Academic Language |
|---|------------------|---------------|-----------------------|--|---|
| 1 | Communication    |               |                       |  |   |
| 2 | Content          |               |                       |  |   |
| 3 | Culture          |               |                       |  |   |
| ∞ |                  |               |                       |  |   |

# Strategies for Scaffolding Reading

## Scaffolding Texts

(Products, Practices, Perspectives)

### Goals:

- ❑ Construct a clear **path** through the text
- ❑ **Guide attention** to main ideas and important details (formatting)
- ❑ Help learners **make decisions** (informational sign posts)
- ❑ Ensure **safety and success** in overcoming obstacles (scaffolding)
- ❑ Help learners **engage** with the text
  - Comprehend → Meaning of text (literal, figurative, for self, for society)
  - Discuss → Global Issues & Social Problems
  - Critically Interpret → Culture
  - Apply → Disciplinary Content
  - Leverage → Language Patterns
  - Share → Learning & Opinions

## Key Principles

- 1) **Activate** prior knowledge and experiences
- 2) **Build** conceptual and cultural background knowledge
- 3) **Connect** to students' personal lives
- 4) **Develop** scaffolding to help students overcome difficult sections
- 5) **Engage** students with the content of the text
- 6) **Format** the text to improve comprehension
- 7) **Give** students pre-, during, and post-activities
- 8) **Have** students make multiple passes through the text for different purposes

## Scaffolding Text Structure

### • Format the text:

- Divide it into smaller, more manageable chunks
- Increase the font size
- Double-space between sentences & paragraphs
- Bold main ideas
- Highlight and color code important language patterns
- Add headings, titles, or captions to long passages for orientation

### • Add Features to the Text:

- **Hints** regarding genre
- **Images** that clarify meaning
- **Links** or QR codes to related texts
- **Paraphrases** of main points
- **Opportunities to DO** something at strategic points (Create, make a personal connection, reflect, summarize, tell a partner something)

## Scaffolding the Reading Process

- Engage students with pre, during, post-reading activities
- Read a simpler text first that exposes students to conceptual or cultural content, language patterns, or vocabulary
- Read multiple texts on the same topic
- Focus on main ideas, then details, then implications
- Teach reading strategies
- Use activity protocols

### Scaffolding Engagement

*Extract information for a purpose*

- Annotate the text
- Ask questions
- Categorize or sort
- Compare and contrast
- Highlight words you know
- Identify main ideas
- Illustrate
- Locate important details
- Match pictures to sentences
- Note comprehension (✓, ?, !, ♥)
- Paraphrase or summarize
- Predict (Y/N, Word Splash)
- Sequence main ideas, ¶s
- Write headings or titles

# Planning Menu for Reading Activities

## Culturally Authentic "Texts"

(Products, Practices, Perspectives)

- ☐ Ads or Commercials
- ☐ Art, Images, Photos, or Pictures
- ☐ Brochures or Flyers
- ☐ Cartoons, Comics, & Graphic Novels
- ☐ Children's Books
- ☐ Documentaries or Newscasts
- ☐ Games, Jokes, or Puzzles
- ☐ Guest Speakers
- ☐ Infographics or Results from a Survey
- ☐ Interviews
- ☐ Magazine or Newspaper Articles
- ☐ Movie Trailers or "Shorts"
- ☐ Music, Audio Books, Radio Stories
- ☐ Online (blogs, e-mails, websites)
- ☐ Proverbs, Quotes, Tongue Twisters
- ☐ Realia (Programs, Receipts, Tickets)
- ☐ Short Stories, Plays, or Poems
- ☐ Video Clips

## Checks for Understanding

- ☐ [ABC Boxes](#), [ABC Summary](#), or [Acrostic](#)
- ☐ Blog, Discussion Forum, or Journal
- ☐ [Closure Activities](#)
- ☐ [Foldables](#) or [Graphic Organizers](#)
- ☐ [Games](#) (Catch Phrase, Taboo, 20 ?s)
- ☐ [Gimme 5](#) or [PearDeck](#)
- ☐ Grab-a-Word/Picture or Hear/Circle
- ☐ Popcorn, Signal Cards, [Snowballs](#)
- ☐ [3-2-1](#) or [Exit Tickets](#), [Think-Pair-Share](#)
- ☐ Total Physical Response (TPR)
- ☐ Wows, Wishes, & Words of Wisdom

## Ways to Read a Text

- ☐ Choral → Shared → Guided → Paired → Individual Rdg.
- ☐ Describe & Draw
- ☐ Hear/Say or I Have/Who Has?
- ☐ [Inside/Outside Circles](#)
- ☐ [Jigsaw](#) ([Read & Retell](#))
- ☐ Round Robin Reading
- ☐ Recording Studio (Audacity)
- ☐ Read & Respond (✓, ?, !, ♥)
- ☐ [Roll & Retell](#), [Roll a Topic](#)
- ☐ [Say Something](#) ([Sentence Stems](#))
- ☐ Story Switches or Table Tents

## Reading Activities

- ☐ [Analogize](#), Analyze, Infer, Predict, or Problem-Solve
- ☐ Categorize, Match, Prioritize, Sequence, Sort (objects, pix, sentences), or Unscramble Text
- ☐ Chart, Checklist, Concept Map, Draw, Graph, Illustrate, Infographic, Map, Venn Diagr.
- ☐ Compare/Contrast
- ☐ Evaluate ([The 4 As Protocol](#))
- ☐ Grab-a-Word/Picture
- ☐ Highlight Cognates/Words
- ☐ Inductive Grammar
- ☐ Manipulatives, Picture Pop-ups
- ☐ [Reciprocal Strategies Wksheet](#)
- ☐ [Save the Last Word for Me](#)
- ☐ [Scavenger Hunt](#) ([Another ex.](#))
- ☐ State, Support, Justify, Defend Opinions
- ☐ [Text Rendering Protocol](#)

## Discussing or Retelling a Text

Individual Pairs Groups Whole Class

Word ♦ Phrase ♦ Sentence ♦ Strings of Sentences ♦ Paragraph ♦ Connected Paragraphs

- ☐ [Affinity Diagram](#) ([Example](#))
- ☐ [Carrousel Walk](#)
- ☐ [Contextual Inquiry](#)
- ☐ Focus Group
- ☐ [Four Corners](#)
- ☐ [Games \(Tell Me About\)](#)
- ☐ [Human Graphing](#) ([Ex 1](#), [Ex 2](#))
- ☐ [Inside/Outside Circles](#)
- ☐ Interviews or Panel of Experts
- ☐ [Jigsaw](#)
- ☐ [Learning Centers](#)
- ☐ Listening Grids
- ☐ Mixers or Musical Chairs
- ☐ Paired Activities (Info. Gap)
- ☐ [Problem-solving Tasks](#)
- ☐ [Reciprocal/Power Teaching](#)
- ☐ Role Plays, Simulations, or Skits
- ☐ [Roll a Story](#) or Silly Stories
- ☐ Rotation Reviews
- ☐ [Scavenger Hunts](#)
- ☐ [Show & Tell](#)
- ☐ Signature Searches
- ☐ Stand When You Hear...
- ☐ Story Squares
- ☐ [Surveys or Questionnaires](#)
- ☐ Telephone
- ☐ [Think-Pair-Share](#)

## Technology

### Brainstorming

- ☐ [Padlet](#) or [Popplet](#)
- ☐ [TitanPad](#)
- ☐ [Tricider](#)

### Creating Products

- ☐ [Canva](#), [Infogr.am](#), [Venngage](#)
- ☐ [Edublogs](#)
- ☐ [Glogster](#) or [Mixbook](#)
- ☐ [Issuu](#)
- ☐ [Letterpop](#)
- ☐ [MakeMyNewspaper](#)
- ☐ [Motivator](#)
- ☐ [Simplebooklet](#) or [Smore](#)
- ☐ [Storybird](#)
- ☐ [StoryboardThat](#)
- ☐ [Timetoast](#) or [Capzles](#)
- ☐ [ToonDoo](#)
- ☐ [Weebly](#), [Wix](#), [Wikispaces](#)

### Gathering & Analyzing Info.

- ☐ [BlendSpace](#) or [Wikispaces](#)
- ☐ [Giffy](#) or [Mindomo](#)
- ☐ [Google Forms](#) or [Wufoo](#)
- ☐ [PollEverywhere](#) or [Survey Monkey](#)
- ☐ [Thinglink](#)

### Interviewing

- ☐ [Appear.in](#)
- ☐ [Audacity](#) or [Vocaroo](#)
- ☐ [ChatWing](#)
- ☐ [Google Hangouts](#) or [Skype](#)
- ☐ [Voicethread](#) or [Voki](#)

### Purposes of Pre-reading

Activate students' prior knowledge and experiences

Build background knowledge and oral language to prepare students for the content of the text

- Conceptual
- Cultural
- Language Patterns (Grammar)
- Vocabulary

Capture students' attention and interest

Develop schema to help students' brains organize information

Establish a purpose for reading

### Purposes of During Reading

Apply reading strategies

Break up (scaffold) the text

Communicate to critically process the content/meaning of text

Develop interpersonal communication skills

Evaluate and support comprehension

### Purposes of Post-reading

Analyze text (counterbalance theory)

Briefly summarize text

Consolidate and organize information to improve memory

Develop syntheses of information

Extend learning through application, creative production, interpersonal communication, and evaluation

# Possible Pre-, During, & Post-Reading Activities

## Pre-Reading Activities

*Activate Prior Knowledge & Experiences:*

- ☐ [ABC Brainstorm](#)
- ☐ Analogies or Metaphors
- ☐ [Anticipation Guide](#)
- ☐ [Cloze Passages](#)
- ☐ [Compare & Contrast \(Elementary\)](#)
- ☐ [Concept Definition Map](#)
- ☐ [Concept Sort \(List, Group, & Label\)](#)
- ☐ [Describe & Draw](#), Circumlocution
- ☐ [Frayer Model](#)
- ☐ [Games \(Charades, Detective, M&Ms, Taboo \(Cards\), \\$10,000 Pyramid\)](#)
- ☐ [Gouin Series](#)
- ☐ Highlight words they KNOW
- ☐ [Idea Rating Sheet](#)/Opinionnaire
- ☐ [Inquiry Chart](#)
- ☐ [Inside/Outside Circles](#)
- ☐ [KWL Chart \(Modified\)](#) or [Inquiry Chart](#)
- ☐ [Magic Box](#)
- ☐ [Mystery Picture](#)
- ☐ Predict the Text (Pix in Wordless Bks)
- ☐ Predictions([First Lines](#))([Possible Sent](#))
- ☐ Put Scrambled Paragraphs in Order
- ☐ [Questioning](#), Surveys
- ☐ Read an Easier Text on Same Topic
- ☐ [Respond to a Quote \(Essay\)](#), Journals
- ☐ [Show & Tell](#)
- ☐ [Signal Cards](#) (May use other content)
- ☐ [Total Physical Response \(TPR\)](#)
- ☐ Video Clips or Slideshows
- ☐ [Vocabulary Word Map \(Alternate ver.](#)

## During Reading Activities

*Pause to Participate:*

- ☐ [Annotate](#) or [Highlight](#)
- ☐ [Checklists](#)
- ☐ [Cloze Passages](#)
- ☐ [Compare & Contrast](#)
- ☐ Dramatize, Draw, or Illustrate
- ☐ [Embedded Reading](#)
- ☐ [Graphic Organizers](#)
- ☐ Journals ([Dialectical](#), [Double-entry](#))
- ☐ [Metacognitive Activities](#)
- ☐ [Opinion/Proof](#)
- ☐ [Paraphrase](#)
- ☐ [Question Answer Response \(QAR\)](#)
- ☐ [Reader Response \(Tax. of Reflection\)](#)
- ☐ [Reading Comprehension Strategies](#)
- ☐ [Responding to Non-fiction Template](#)
- ☐ [Scavenger Hunt \(Inquiry Chart\)](#)
- ☐ [Selective Underlining](#)
- ☐ [Semantic Feature Analysis](#)
- ☐ [Sequence \(Events, Images, or Text\)](#)
- ☐ [Signal Cards](#) (May use other content)
- ☐ [Sound Effects Read Aloud Activity](#)
- ☐ [SQ4R](#)
- ☐ Subtitles
- ☐ [Text Rendering Protocol](#)
- ☐ [Text Structures](#)
- ☐ [Think Aloud](#)
- ☐ [Think-Pair-Share](#)
- ☐ [Three-minute Pause](#)
- ☐ [Venn Diagram \(2, 3, with summary\)](#)
- ☐ [Vocabulary Word Map](#)

## Post-Reading Activities

### CHECK COMPREHENSION

- ☐ [Choose Your Own Reading Activity](#)
- ☐ [Games](#)
- ☐ Interview the Text, Write T/F Stmt
- ☐ [Reading Response Choice Boards](#)
- ☐ [Reflect](#) or [Self-assess \(I can . . . \)](#)
- ☐ [Sentence Starters for R. Response](#)
- ☐ [Sequence \(Events, Images, Text\)](#)
- ☐ [Three, Two, One](#)

### ORGANIZE & SYNTHESIZE INFO.

- ☐ [Cause and Effect Worksheet](#)
- ☐ [Character Comparisons/Maps](#)
- ☐ [Graphic Organizers](#)
- ☐ [Pattern Puzzles](#)
- ☐ [Story Map](#)
- ☐ [Text Rendering Protocol](#)
- ☐ [Thesis/Proof](#)
- ☐ [Venn Diagram \(2, 3, w/ summary\)](#)

### SUMMARIZE TEXT

- ☐ [ABC Brainstorm](#)
- ☐ Assemble Cut-up Summaries
- ☐ Checklist Retelling
- ☐ [Common Core Sentence Frames](#)
- ☐ Illustrate Key Passages of Text
- ☐ [Lesson Closure Frame](#)
- ☐ [Making Inferences](#)
- ☐ [Map the Story \(Story Pyramid\)](#)
- ☐ [Read & Retell, Roll & Retell \(Rubric\)](#)
- ☐ [Reciprocal Teaching](#)
- ☐ [Sum It Up \(Instructions\)](#)

# Developing Academic Language

## What is academic language?

"... the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts" Jeff Zwiers, *Building Academic Language*, 2008, p. 20.



### Building Academic Language

- **Categories** (i.e. Carnivores, Dairy, Perennials, Produce, Reptiles)
- **Content-specific Vocabulary** (Congruent, Immigrate, Mitosis, Stanza)
- **Expand the Context** (Self → Neighborhood → Community → Country → Culture → World)
- **Focus on General Academic Language That Transfers Across Disciplines** (Argument, Contribute, Evolve, Expansion, Generate, Network, Preserve)
- **Mind Maps & Word Families** (nourish, nutrients, nutrition, nutritious, malnourished)
- **Progressively Shift from Concrete to Abstract** (My boyfriend → Affection)
- **Substitute Prepositional Phrases** (to come back = to return; to give up = to surrender)
- **Teach Transitional Words & Phrases** (By, contrast, Consequently, Furthermore, However, Therefore)
- **Use Technical Terms** (Calibrate, cardiac, configure, contusion, pediatric, polymer)
- **Word Study** (i.e. word roots, prefixes, suffixes, synonyms and antonyms, compound words)

## COMPONENTS OF ACADEMIC LANGUAGE

- **Complex Sentences**
- **Content-Specific Vocabulary**
- **Formal, Professional Language**
- **General Academic Language**
- **Specialized Vocabulary**
- **Transitions & Connecting Language**

**Planning for Proficiency**  
**Content → Critical Thinking → Contributions**  
*(Interpretive)      (Interpersonal)      (Presentational)*

**Text 1:**

**Text 2:**

**THINKING TASKS:**

**TALKING TASKS:**

**Lesson Phases**

**Oral Language**  
*(What do you want to hear?)*

**Language for the Content**  
*(Academic Language)*

**Language for the Task**  
*(Thinking/Tech)*

**Language for Group Interaction**

**Pre-**

**During**

**Post-**

**Can Do Statement:**

**Formative Assessment:**

# Scaffolding Interpersonal Communication

## Strategies for Making Input Comprehensible

- Actively Involve Students
- Chunk Information
- Cognates
- Comparisons or Analogies
- Comprehension Checks
- Connections to Learners' Prior Knowledge & Experiences
- Drawing, Images, or Visuals
- Facial Expressions
- Formatting (Highlight Language Patterns)
- Gestures/Total Physical Response (TPR)
- Models
- Multiple Examples & Representations
- Paraphrasing, Rephrasing, & Repetition
- Props, Realia, or Costumes
- Questions (Y/N, either/or, names, multiple choice, open-ended)
- Simple, Well-paced Language
- Sound Effects
- Synonyms, Antonyms, Roots, Prefixes, & Suffixes
- Tone of Voice

## Strategies for Connecting the Classroom to the World

- Create meaningful opportunities to communicate
- Integrate language, disciplinary content, culture, & Career Pathways
- Craft opportunities for critical thinking
- Collaborate with TL communities

## Strategies for Fostering Meaningful Interpersonal Communication

- Provide compelling reasons to communicate
- Create an information gap
- Give learners meaningful content to discuss
- Target specific communicative language functions
  - Ask Questions
  - Compare/Contrast
  - Describe
  - Explain
  - Narrate
  - State Opinions
  - Hypothesize

## Strategies for Developing Intercultural Communication Skills

- Explore culturally authentic materials
- Observe cultural products and practices
- Reflect on own culture
- Compare & contrast
- Investigate multiple perspectives
- Critically interpret



# Strategies for Engaging Students in Interpersonal Communication in the Immersion Language

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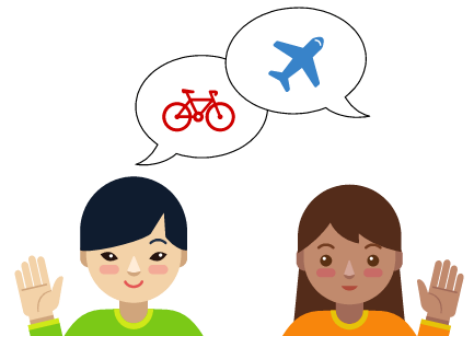
## Interpersonal Communication should be:

### Spontaneous

- Are there **multiple opportunities** for interpersonal communication?
- Are students working with **different partners**?
- Are students **moving** around the classroom?
- Are the activities **different** from each other?
- Do the students need to be **constantly engaged** in order to complete activities? (or can they easily predict when they “need to pay attention?”)

### Centered on Negotiating Meaning

- Is there a real **information gap**?
- Is the activity **motivating**?
- Is the activity **personally relevant** to students?



### Scaffolded

- Does the teacher **model** the activity?
- Does the teacher **activate prior knowledge**?
- Are the activities **paced well**?
- Are there recognizable **language patterns** to aid students?
- Do the activities require reasonable levels of **risk**?
- Are the activities **based on objectives**?
- Do students have **multiple opportunities to practice**?

### Proficiency-Oriented

- Are students able to be **creative** with the language?
- Do the activities help students meet **specific language objectives**?
- Do the activities require students to speak at an intermediate level (strings of sentences instead of single words), or at an advanced level (paragraph-length responses using multiple verb tenses)?
- Do the activities **prevent students from simply parroting** memorized responses?

Developed by Lindsey Soutas [lindsey.soutas@gmail.com](mailto:lindsey.soutas@gmail.com)  
& Robert Allen [rallen09@byu.edu](mailto:rallen09@byu.edu)

# Analyzing Interpersonal Communication Tasks

How will you scaffold interpersonal communication to support the development of academic language and interculturality?

## *Progressively expand:*

**CONTEXT (Personal → General Professional → Domain-specific Professional)**

**CONTENT (Familiar, concrete → Formal, abstract)**

**COGNITIVE SKILLS (Lower → Higher)**  
Embedded in context/content

**CONTROL (Minimal → Full)**

## **Interact**

- Ask questions
- Request clarification
- Respond to someone else's comment
- Interrupt
- Rejoinders (Polite, culturally-appropriate responses)

## **Narrate & Describe**

- State observations
- Provide descriptive details regarding events, people, places, things, and ideas
- Sequence information
- Indicate chronology

## **Compare & Contrast**

- Identify items for comparison
- Determine inherent characteristics of each item
- Divide characteristics into categories
- Generate contrasting descriptions

## **Reflect & Interpret**

- State & frame the issue
- Hypothesize re: observations
- Support & justify opinion w/ explanation & evidence
- Defend: With relevant info., logical arguments

## **Possible Scaffolds:**

- Formatting
- Graphic Organizers
- Pre-speaking Activities
- Processes & Protocols
- Sentence Frames/Starters
- Word Banks & Word Walls

# Proficiency-based Task Planning Guide (based on notes from Judy Liskin-Gasparro)

## Novice

**To shift to Intermediate, learners should:**

- Use full sentences (in any order)
- Create own meaning
- Use question words
- Circumlocute
- Use rejoinders (not praise expressions)
- Focus on comprehensibility

**Prompts Requiring Formulaic Language:**

- 1) Ask formulaic *¿Qué?* questions → Lists
- 2) Ask learners to describe in the present
- 3) Ask learners to narrate in the present

**Tips for Teachers**

- ▶ Focus on what is familiar to learners
- ▶ Give learners opportunity to recycle vocabulary use in different contexts
- ▶ Encourage the use of connectors
- ▶ Encourage learners to expand precision by adding details
- ▶ Encourage learners to provide details with relative clauses
- ▶ Encourage the avoidance of repetition with the use of pronouns
- ▶ Provide sentence frames and word banks

## Intermediate

**To shift to Advanced, learners should:**

- Complete tasks that require paragraph-level responses
- Use sentences organized with time markers & transitions
- Practice varying sentence structure
- Focus on linking ideas

**Prompts Requiring Creation w/ Language:**

- 1) Ask for a **description** of the place, event, or circumstances → Descriptions in sentences (*Formulaic ¿Cómo es? Questions*)
- 2) Ask for a **process** (all the details/steps) → Present narration (*How did you get started...?*)
- 3) Ask for a **story** from beginning to end
- 4) Scenarios that **require student to ask & answer ?s**, provide **details, elaborate**

- ▶ Ask about a variety of topics
- ▶ Move away from the speaker's autobiographical and personal interests toward community, local/national/news (avoid "hothouse specials")
- ▶ Develop same topic → past, present future narration by referring back to things already mentioned
- ▶ Spiral, expand contexts, get whole story
- ▶ Insist on circumlocution, don't help

## Advanced

**To shift to Superior, learners should:**

- Discuss formal, abstract topics
- Complete professional tasks requiring precise vocab, academic lang., content
- Complete tasks that require argument and stating and supporting an opinion
- Describe & explain abstract issues, not just regurgitate facts/personal stories
- Build content knowledge and attend to culture and genre

**Prompt Requiring Argumentation:**

- 1) **State the context** (*En el campo de...*)
- 2) **State the controversy** (*Hay algunos que dicen..., pero otros dicen que....*)
- 3) **State the question requiring an opinion or speculation** (*¿Qué opinas? ¿Cuáles son las ventajas y desventajas?*)

- ▶ Be more formal/distant, not be helpful
- ▶ Act mildly confrontational
- ▶ Raise the level of your own language, use some of the jargon, specialized vocabulary
- ▶ Use preludes to set tone and encourage provocative questions
- ▶ Model the level, broaden the context, require different points of view
- ▶ Invite abstract treatment of topic, supported opinion, and hypotheses

# Proficiency-oriented Peer Rating Sheet for Mock Interviews

## Peer Feedback for the Person Conducting the Interview (THE INTERVIEWER)

| Performance Criteria                                       | Performance Target   | Peer 1 Rating<br>Rater: _____    | Peer 2 Rating<br>Rater: _____    |
|--|--|----------------------------------|----------------------------------|
| <b>Target Language Use</b>                                 | 4: Circumlocutes when stuck.<br>3: Stays in the TL, but uses English for a few words that don't translate well.<br>2: Stays in the TL, but translates word for word.<br>1: Code-switches between the TL and English, especially when it comes to words they don't know.  | Rating: _____<br>Comments: _____ | Rating: _____<br>Comments: _____ |
| <b>Culturally Appropriate Behaviors</b>                    | 4: Exhibits culturally appropriate non-verbal behaviors (such as bowing or shaking hands) and verbal behaviors (such as using appropriate filler words, pauses, etc.).<br>3: Linguistically polite and uses some cultural conventions.<br>2: Linguistically polite, but does not demonstrate awareness of cultural conventions.<br>1: Demonstrates a lack of linguistic, cultural, and social grace. | Rating: _____<br>Comments: _____ | Rating: _____<br>Comments: _____ |
| <b>Initiating, Sustaining, &amp; Closing the Interview</b> | 4: Begins, sustains, and closes the interview.<br>3: Begins and sustains the interview, but the interviewee closes it.<br>2: Begins the interview with prompting from the interviewee, who helps keep it going and closes it.<br>1: Interviewee begins, sustains, and closes the interview.  | Rating: _____<br>Comments: _____ | Rating: _____<br>Comments: _____ |
| <b>Asking Questions</b>                                    | 4: Asks open-ended questions using a variety of sentence patterns.<br>3: Asks open-ended questions using a variety of interrogative words.<br>2: Asks yes/no questions using appropriate interrogative words.<br>1: Asks simple, informational tag questions (i.e., A statement + yes? no?).   | Rating: _____<br>Comments: _____ | Rating: _____<br>Comments: _____ |
| <b>Responding Politely &amp; Asking for Clarification</b>  | Reacts to the interviewee's responses with:<br>4: Comments or requests for additional clarification and elaboration.<br>3: Appropriate rejoinders.<br>2: Single word responses.<br>1: Only non-verbally.   | Rating: _____<br>Comments: _____ | Rating: _____<br>Comments: _____ |

# Developing Writing Skills

## TEACHING WRITING

Modeled Writing ♦ Shared Writing ♦ Collaborative Writing ♦ Independent Writing

## WRITING PROCESS

Brainstorming ♦ Planning Writing ♦ Pre-writing ♦ Writing ♦ Revising ♦ Editing

| DEVELOPING WRITING SKILLS  | BUILDING WRITING PROFICIENCY  |
|--|---|
| • Tracing  | • Graphic Organizer or Storyboard   |
| • Copying  | • Building Sentences (human sentence building or manipulatives)   |
| • Multisensory Practice (Air, Beans, Magnets, Pudding, Salt, Sand, Sidewalk Chalk) | • Board Races or White Boards   |
| • Dictation Activities   | • Adding Details (Elaboration)  |
| • Cloze Passages, Labeling, Lists  | • Connecting Sentences with Conjunctions ( <i>and, but, nor, or, so, yet</i> )                          |
| • Language Experience Approach   | • Making Sentences More Complex ( <i>clauses</i> )  |
| • Picture Prompts, Picture Walk, Story Sacks                                       | • Timed Writings ( <i>to build fluency</i> )  |
| • Journals: Dialogue, Conversation Journals, Pen Pal                               | • Using Transitional Words & Phrases ( <i>signaling relationships among ideas, building arguments</i> ) |
| • Writers' Workshop  | • Writing in Culturally-Appropriate Ways ( <i>genre, text structure, writing conventions</i> )          |

# Developing Writing Skills

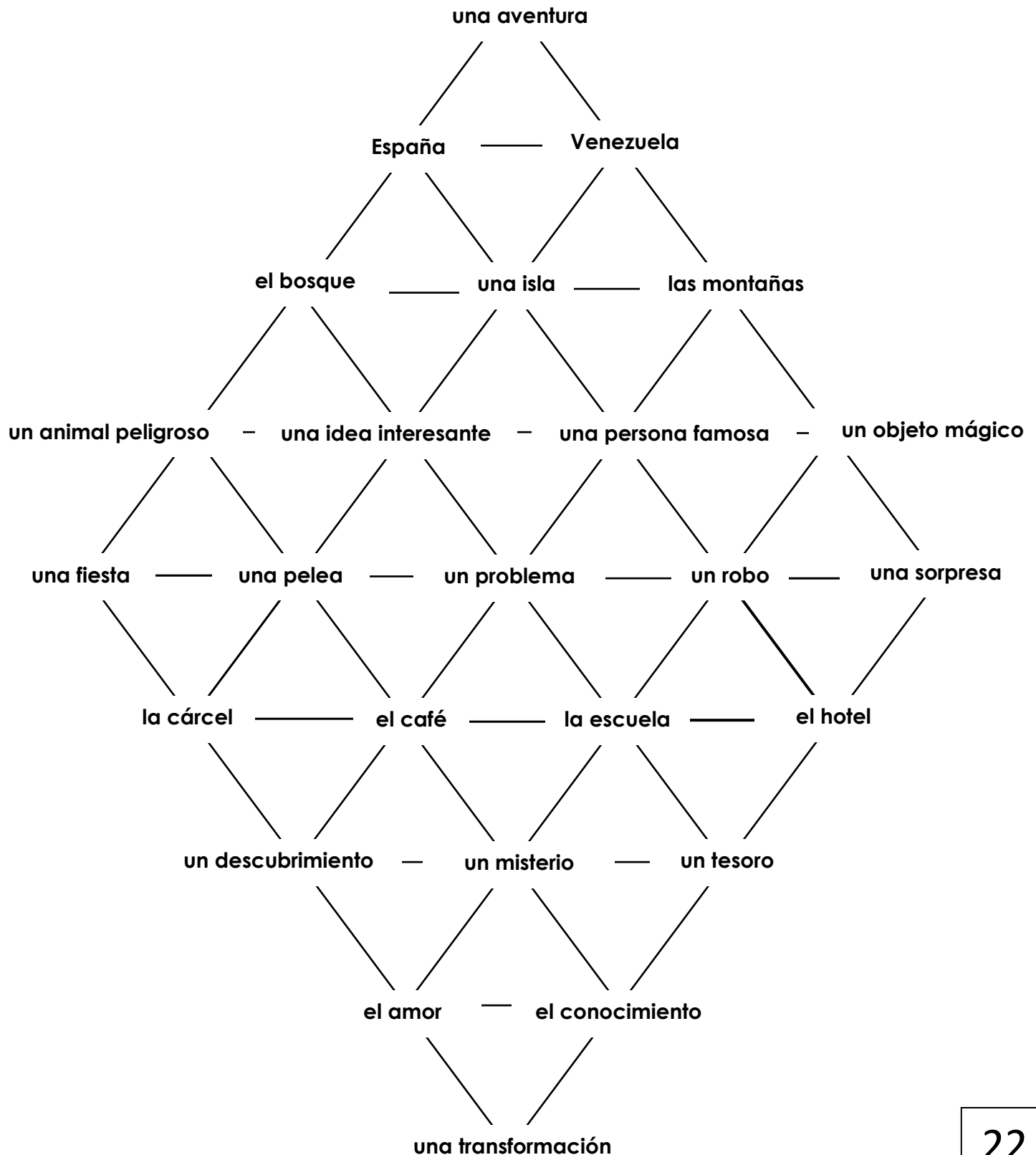
| WRITING ACTIVITIES                 |  |
|------------------------------------|--|
| • <b>Big Book</b>                  | • <b>Magazine</b>                              |
| • <b>Billboard</b>                 | • <b>Movie Poster</b>                          |
| • <b>Blog Post</b>                 | • <b>Prequel</b>                               |
| • <b>Brochure</b>                  | • <b>New Ending</b>                            |
| • <b>Children's Book</b>           | • <b>Newsletter</b>                            |
| • <b>Choose Your Own Adventure</b> | • <b>Newscast</b>                              |
| • <b>Clone Story/Poem</b>          | • <b>Newspaper Article</b>                     |
| • <b>Comic Strip</b>               | • <b>Obituary</b>                              |
| • <b>Conversation Journal</b>      | • <b>Playscript</b>                            |
| • <b>Dear Abby Letter</b>          | • <b>Poem</b>                                  |
| • <b>Digital Story</b>             | • <b>Pop-up or Smoosh Book</b>                 |
| • <b>Editorial</b>                 | • <b>Tabloid</b>                               |
| • <a href="#">Foldable</a>         | • <b>Tag Cloud or Tweet</b>                    |
| • <b>Fractured Fairy Tale</b>      | • <b>Timeline</b>                              |
| • <b>Greeting Card</b>             | • <b>Trading Card</b>                          |
| • <b>Letter to a Character</b>     | • <b>Website</b>                               |
| • <b>Madlib</b>                    | • <a href="#">Window Activity</a> (with image) |

| Tips for Chinese Teachers for Teaching Writing<br>from Ellen Knell, Ph.D.  |
|--|
| • Have learners follow along with the characters in a text during read alouds to help them connect oral language to print  |
| • Build writing activities on a foundation of oral language and shared experiences ( <i>Language Experience Approach</i> )                                       |
| • Activate learners' prior knowledge and experiences before reading or writing activities  |
| • Select high frequency characters   |
| • Begin with easier characters first (i.e., use numbers to teach stroke order and directionality, then build on that knowledge to teach more complex characters) |
| • Give learners practice with radicals and character building components   |
| • Ask learners to use the characters they are practicing in sentences immediately so that their writing is contextualized  |
| • Build learners' reading fluency and autonomy with timed reading practice   |
| • Meaningful and contextualized writing practice builds character recognition and reading fluency  |
| • Extensive reading in appropriately leveled texts increases reading proficiency and students' motivation  |

# Guided Story Choice Web

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- 1) Make a choice in each row.
- 2) Write a story based on your choices.



# Timed Writings

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- 1) Write one word in each box.
- 2) Stop writing when the teacher calls time.
- 3) Tally your total words.

|  |  |  |  |  |            |
|--|--|--|--|--|------------|
|  |  |  |  |  | <b>5</b>   |
|  |  |  |  |  | <b>10</b>  |
|  |  |  |  |  | <b>15</b>  |
|  |  |  |  |  | <b>20</b>  |
|  |  |  |  |  | <b>25</b>  |
|  |  |  |  |  | <b>30</b>  |
|  |  |  |  |  | <b>35</b>  |
|  |  |  |  |  | <b>40</b>  |
|  |  |  |  |  | <b>45</b>  |
|  |  |  |  |  | <b>50</b>  |
|  |  |  |  |  | <b>55</b>  |
|  |  |  |  |  | <b>60</b>  |
|  |  |  |  |  | <b>65</b>  |
|  |  |  |  |  | <b>70</b>  |
|  |  |  |  |  | <b>75</b>  |
|  |  |  |  |  | <b>80</b>  |
|  |  |  |  |  | <b>85</b>  |
|  |  |  |  |  | <b>90</b>  |
|  |  |  |  |  | <b>95</b>  |
|  |  |  |  |  | <b>100</b> |
|  |  |  |  |  | <b>105</b> |
|  |  |  |  |  | <b>110</b> |
|  |  |  |  |  | <b>115</b> |
|  |  |  |  |  | <b>120</b> |
|  |  |  |  |  | <b>125</b> |
|  |  |  |  |  | <b>130</b> |

**Total Time:** \_\_\_\_\_ **minutes**  
\_\_\_\_\_ **words**

**Total Words:**

*Based on an idea by Kevin Fletcher & Linda Bayes*



## Scaffolding Group Projects: Skills Inventory

**Instructions:** Read each statement. → Write an answer in each column. → Don't use the same name twice.

| List three people in this class who...                         | The first person I think of in this class | A friend in this class | Someone I don't know well |
|--|---|------------------------|---------------------------|
| 1) ...demonstrate artistic skills.                             |   |                        |                           |
| 2) ...are collaborative (work well with others).               |   |                        |                           |
| 3) ...are good communicators in English.                       |   |                        |                           |
| 4) ...are good communicators in the target language.           |   |                        |                           |
| 5) ...are good at generating creative ideas and possibilities. |   |                        |                           |
| 6) ...are critical thinkers and effective problem-solvers.     |   |                        |                           |
| 7) ...good graphic designers.                                  |   |                        |                           |
| 8) ...good at interacting with people from different cultures. |   |                        |                           |
| 9) ...good at motivating others.                               |   |                        |                           |
| 10) ...effective leaders.                                      |   |                        |                           |
| 11) ...well-organized.   |   |                        |                           |
| 12) ...good researchers.                                       |   |                        |                           |
| 13) ...persuasive public speakers.                             |   |                        |                           |
| 14) ...good at using technological tools.                      |   |                        |                           |
| 15) ...good writers.   |   |                        |                           |

# Scaffolding Process: Group Reporting Sheet

Names of Team Members:

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Rate your team on each of the following criteria using the scale below:

| This is not true of our team. |   | This is true of some, but not all of the team. |   | Uncertain. |   | Our team has addressed this issue, but we don't all agree. |   | Our team agrees on this issue. |    |
|-------------------------------|---|--|---|------------|---|--|---|--------------------------------|----|
| 1                             | 2 | 3  | 4 | 5          | 6 | 7  | 8 | 9                              | 10 |

- \_\_\_\_\_ 1) We have **introduced ourselves** to one another.
- \_\_\_\_\_ 2) We have **identified which aspect of the project we will work on** today.
- \_\_\_\_\_ 3) We have **set a goal** for what we want to accomplish today.
- \_\_\_\_\_ 4) We have **decided what we need to learn** in order to complete our task
- \_\_\_\_\_ 5) We have **divided up responsibilities** among the members of our team.
- \_\_\_\_\_ 6) **We all know how to** \_\_\_\_\_.
- \_\_\_\_\_ 7) Our team can **describe and explain** \_\_\_\_\_.
- \_\_\_\_\_ 8) Our team can **narrate** \_\_\_\_\_.
- \_\_\_\_\_ 9) Our team can **state an opinion about** \_\_\_\_\_.
- \_\_\_\_\_ 10) Our team can **demonstrate how to** \_\_\_\_\_.
- \_\_\_\_\_ 11) One **question** our team still has is: \_\_\_\_\_.
- \_\_\_\_\_ 12) Our team **needs help with** \_\_\_\_\_.

**Note the criteria can be about team process, grammatical structures, cultural content, conceptual understanding, or a combination of these things.**

25

## Giving Feedback to Student Teachers in a SNAP

| <b>S</b> pecific   | <b>N</b> otice   | <b>A</b> ctions   | <b>P</b> arameters   |
|--|--|---|--|
| Identify a <u>specific</u> component of the more general problem   | <u>Model</u> what to notice  | Provide two or three <u>concrete</u> actions to try   | Identify <u>conditions</u> that influence when to apply the actions  |
| <p><b>General problem:</b></p> <p>Students are restless and inattentive</p> <p><b>Specific problem:</b></p> <p>Lesson is irrelevant to students' lives/interests</p> <p>Lesson is too abstract or teacher-centered</p> <p>Students have been sitting for too long</p> <p>Students are ready to move on to the next concept (i.e., too much time on it)</p> <p>Unclear instructions or not enough scaffolding/structure</p> | <ul style="list-style-type: none"> <li>• Comments (i.e., "This is BORING!")</li> <li>• Glazed eyes</li> <li>• Jiggling legs/feet</li> <li>• Slouching posture</li> <li>• Shifting in seats</li> <li>• Talking</li> <li>• Tapping fingers</li> <li>• Yawning (exaggerated or loud)</li> </ul> | <ul style="list-style-type: none"> <li>• Have students turn to a partner and discuss a personal experience</li> <li>• Give students something kinesthetic to do (clap v. stomp feet, thumbs up/down, signal cards)</li> <li>• Stand and do a curriculum-related energizer</li> <li>• Switch to the next activity</li> <li>• Add more scaffolding or have students turn to a partner and summarize the last segment of the lesson</li> </ul> | <p>Options for action<br/>reduce helplessness</p> <p>Guiding principles or "rules of thumb" improve pedagogical decision-making re: when to apply each technique</p> <p>The more the student teacher can act with SUCCESS, the more confident they will feel</p> |

# Feedback Sentence Starters

| #  | Aspect of Work | Positive Sentence Starters                                      | Specific Example From Work | Reasons (+)   |
|----|----------------|---|----------------------------|---|
|    | <b>One...</b>  | <b>...that...</b>   | <b>...is/was...</b>        | <b>...because it...</b>   |
| 1  | Approach       | ...captured the audience's attention...                         |                            | ... <b>activated</b> the audience's prior knowledge and experiences with...     |
| 2  | Aspect         | ...developed a sense of community...                            |                            | ... <b>captured</b> the audience's interest.                                    |
| 3  | Component      | ...facilitated collaboration and/or student voice and choice... |                            | ... <b>challenged</b> the audience to think more critically about...            |
| 4  | Concept        | ...highlighted your strengths...                                |                            | ... <b>clarified</b> ...  |
| 5  | Decision       | ...improved the quality of the experience...                    |                            | ... <b>elicited</b> meaningful discussion about...                              |
| 6  | Element        | ...provoked reflection...                                       |                            | ... <b>enabled</b> the audience make sense of...                                |
| 7  | Example        | ...sparked the audience's curiosity/interest...                 |                            | ... <b>engaged</b> the audience while you...                                    |
| 8  | Facet          | ...surprised the audience...                                    |                            | ... <b>facilitated</b> ...  |
| 9  | Idea           | ...was cognitive challenging...                                 |                            | ... <b>generated</b> a genuine desire in the audience to find out more about... |
| 10 | Item           | ...was emotionally engaging...                                  |                            | ... <b>guided</b> the audience's attention to...                                |
| 11 | Part           | ...was especially effective...                                  |                            | ... <b>helped</b> the audience to feel...                                       |
| 12 | Piece          | ...was extremely thought-provoking...                           |                            | ... <b>invited</b> the audience to...   |
| 13 | Principle      | ...was inspiring...   |                            | ... <b>motivated</b> the audience to...   |
| 14 | Segment        | ...was personally empowering...                                 |                            | ... <b>prepared</b> the audience to/for...                                      |
| 15 | Strategy       | ...was meaningful...  |                            | ... <b>re-engaged</b> the audience...   |
| 16 | Technique      | ...was powerful...  |                            | ... <b>required</b> the audience to produce...                                  |
| 17 | Thing          | ...was socially satisfying...                                   |                            | ... <b>scaffolded</b> --- for the audience...                                   |
| 18 | Way            | ...worked really well...  |                            | ... <b>shifted</b> the audience's perspective about...                          |

# Feedback Sentence Starters

| #  | Aspect of Work | Suggestions for Change                  | Specific Example From Work | Reasons (Δ)   |
|----|----------------|---|----------------------------|---|
|    | <b>One...</b>  | <b>...that...</b>                       | <b>...is/was...</b>        | <b>...because...<br/>...needs...<br/>...so that the audience could...</b> |
| 1  | Approach       | ...confused me...                       |                            | ...a wider variety of options/strategies...                               |
| 2  | Aspect         | How did you decide...?                  |                            | ...breaking it down into smaller steps/more scaffolding...                |
| 3  | Component      | ...I didn't understand...               |                            | ...different options...   |
| 4  | Concept        | ...I found challenging...               |                            | ...more attention to aesthetics/visual support.                           |
| 5  | Decision       | ...I needed more of...                  |                            | ...more audience involvement...   |
| 6  | Element        | ...I wanted to know more about...       |                            | ...more authenticity...   |
| 7  | Example        | I was wondering what would happen if... |                            | ...more choice/voice in...  |
| 8  | Facet          | ...would have been helpful...           |                            | ...more concrete examples/details...                                      |
| 9  | Idea           | ...would make this even better...       |                            | ...more evidence of...  |
| 10 | Item           | ...you might consider...                |                            | ...more information...  |
| 11 | Part           | ...you could further develop...         |                            | ...more opportunities to...   |
| 12 | Piece          | ...you may wish to refine...            |                            | ...more personal connections...   |
| 13 | Principle      | ...you might add...                     |                            | ...more physical involvement....  |
| 14 | Segment        | ...you might expand...                  |                            | ...more reflection...   |
| 15 | Strategy       | ...you might explore in more depth...   |                            | ...more selective information...  |
| 16 | Technique      | ...you might highlight...               |                            | ...more structure...  |
| 17 | Thing          | ...you might include...                 |                            | ...more sustained inquiry...  |
| 18 | Way            | ...you might remove...                  |                            | ...more time for...   |

## TALS Workshop Evaluation

---

- |  | POOR                 | MEDIOCRE | GOOD  | EXCELLENT         |
|--|----------------------|----------|-------|-------------------|
| 1) Overall, I would <b>rate</b> this workshop as:                          |                      |          |       |                   |
| 2) The <b>content</b> of this workshop matched my expectations:            | STRONGLY<br>DISAGREE | DISAGREE | AGREE | STRONGLY<br>AGREE |
| 3) I <b>learned</b> things that will help me in my classroom:              | STRONGLY<br>DISAGREE | DISAGREE | AGREE | STRONGLY<br>AGREE |
| 4) The <b>resources</b> shared in this workshop will be useful to me.      | STRONGLY<br>DISAGREE | DISAGREE | AGREE | STRONGLY<br>AGREE |
| 5) One new insight I gained from this workshop was . . .                   |                      |          |       |                   |
| 6) The most useful resource that was shared during this workshop was . . . |                      |          |       |                   |
| 7) One change I will make as a result of attending this workshop is...     |                      |          |       |                   |
| 8) One suggestion or question I still have is . . .                        |                      |          |       |                   |